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ABSTRACT

Increasingly, library and audiovisual personnel are being asked to combine their services in situations where these services have previously been separated. This paper attempts to identify recent literature that may be helpful to those involved in implementing or using this broad spectrum of resources. References give author's name, title, data and source, and ED number if the entry is available from ERIC. They are listed under categories such as theory, administration, staff, learning environment, the library as resource center, elementary and secondary resource centers, college and university resource centers, foreign resource centers, technical processes, individual study, media centers, regional media centers, resources for special groups, special facilities and special materials, standards, and the teacher and learning resources. (RH)

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LEARNING RESOURCES CENTERS

A Guide To The Literature Relating To LRC Operation

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OVERVIEW

Library and audiovisual personnel are being asked to combine their services in situations where these services have previously been separated. In other situations, one division is asked to begin offering services traditionally offered by the other. This paper attempts to identify recent literature that may be helpful to those involved in implementing or using this broad spectrum of resources.

BIBLIOGRAPHY

THEORY. The development of non-print media brought a list of problems to the print oriented librarian. Space had to be found for equipment and various cumbersome materials. Cataloging was open to question. Equipment malfunction, purchasing criteria, etc. often presented problems beyond the training and/or interest of the librarian. The appearance of an audiovisual director or media specialist brought some relief. This also brought a dichotomy of media services. The learning resources center concept moves in the direction of resolving this dichotomy.

Case, R. N., Criteria of excellence: The school library manpower project identifies outstanding school library centers, ALA Bulletin, 1969, 63:247-8.

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Learning resources operational model, Ft. Worth: Tarrant County Junior College, June, 1971 (ERIC Document ED 051 859).

New library concepts; Ill. open space school, Library Journal, 1972, 97:2895-6.

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Mead, M., Planning media centers: Prescription vs. communication, Educational Screen and AV Guide, 1969, 48:8.

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Oglesby, W. B., Basic elements of an instructional resources center, American School and University, 1968, 40:59-60.

Wiman, R. V., and Meierhenry, W. C., Educational Media: Theory Into Practice, Columbus: Charles E. Merrill Publishing Company, 1969.

ADMINISTRATION. Administrative questions have revolved primarily around the debate concerning the top position in combined resources. Some librarians have felt that merging the media services meant bringing the audiovisual department into the library and, therefore, under the direction of the head librarian. Some audiovisual personnel have been just as adamant in advancing arguments for an AV person in the top position. A desirable alternative is to choose a person (from either field) that is professionally qualified in at least one of the two areas and is committed to a service orientation. Lower level staff positions should be filled by people with training that supplements weak areas. Budgeting within the LRC should be flexible.

Brown, J. W., et. al., Administering Educational Media: Instructional Technology and Library Services, McGraw-Hill Book Company, 1972.

Narrative report on the institute for implementing school media standards for a unified program in library and media services, Stillwater: Oklahoma State University, 1970 (ERIC Document ED 047 726).

Clement, E., Organization and administration of multimedia resources, Wilson Library Bulletin, 1968, 43:360-2.

DeLaney, A. A., School AV-library services: Whose job? Audiovisual Instruction, 1970, 15:26-8.

Garrison, M., Reese, M. L., and Jeffers, S. H., Can a materials center operate without a librarian? The Instructor, 1968, 78:23.

Joyce, W., User-oriented resources center makes format of media irrelevant, College and University Business, 1970, 48:80.

STAFF. A proper balance of Professional, paraprofessional, and student help will have to be sought in relation to the specific functions of the center. Questions of center size, kinds of material, and services offered will affect staff needs. There should be flexibility in utilization of all media personnel in solving learner problems.

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Humphery, D. A., Getting it all together; the organization and staffing of educational communications centers for higher education, Miami Beach: Paper presented at the National Association of Educational Broadcasters Convention, October, 1971 (ERIC Document ED 055 434).

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Tanzman, J., Pupil power helps build AV center, School Management, 1968, 12:80.

ENVIRONMENT. The environment should be designed for the learner. It should be esthetically inviting and educationally functional.

Borowski, J. F., Low cost study carrel stations in materials centers, Audiovisual Instruction, 1969, 14:98-9.

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Coffey, M. G., and Kieffer, R., Shaping an audio-visual center for the future, by design, American School and University, 1969, 41:44-5.

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Schmertz, M. F., Design for learning: Work of Hardy Holzman Pfeiffer associates; with introduction by M. F. Schmertz, Architectural Record, 1972, 151:109-18.

Tanzman, J., What you need to build an instructional materials center, School Management, 1971, 15:62.

THE LIBRARY AS A RESOURCE CENTER. The resource center concept has

connotations of a wide range of resources and a strong emphasis on services. This suggests a wider range of learner activities and, perhaps, less emphasis on dispensing books for quiet reading.

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Haack, P. A., Been to the library lately? Music Educators Journal, 1971, 57:68-71.

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Whitenack, C. I., et. al., School libraries as school media centers: A portfolio, ALA Bulletin, 1969, 63:249-71.

Program for the learning resources center; standards for integrating school library and media services, Olympia: Washington Office of the State Superintendent of Public Instruction, Washington, 1968 (ERIC Document ED 048 883).

ELEMENTARY RESOURCE CENTERS. The elementary school library is sometimes found to be a media center with books. When this situation is found, it is usually accompanied by other innovations such as; open space for a variety of activities and free-flowing traffic.

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COLLEGE AND UNIVERSITY RESOURCE CENTERS. Community colleges have established a reputation as leaders in the development of resource centers. Other higher education institutions are more conservative. Some colleges and universities are finding their administrators pressing for a comprehensive media program.

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STANDARDS. How many pieces of equipment are needed for an adequate educational program? How can quality be determined? Questions such as these have to be answered and related to the total media program. ALA and AECT have worked together to develop standards for this purpose.

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THE TEACHER AND LEARNING RESOURCES. The knowledge, competence and attitudes of teachers are critical in developing a sound media program. Accessibility of materials and equipment is very important to teachers. These items should be readily available at the precise time they are needed.

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